

Co-Teaching: Critical Conversations to Build a Partnership

Valerie Donnan
November 8, 2013

What is Co-teaching

- Co-teaching is a collaborative partnership between a general educator and a special educator who have shared accountability and ownership for planning and delivering instruction and assessment to all students within a classroom environment.

What Approach Are You Using?

- One Teach and One Assist _____
- Team Teaching _____
- Parallel Teaching _____
- Alternate Teaching _____
- Station Teaching _____

Please rate based on the following:

1. Use Sparingly
2. Use Frequently

What Approach Are You Using?

- One Teach and One Assist 1.
- Team Teaching 2.
- Parallel Teaching 2.
- Alternate Teaching 1.
- Station Teaching 2.

Please rate based on the following:

1. Use Sparingly
2. Use Frequently

Quality Co-teaching

- A complete understanding of three components:
 - The students for whom they are responsible
 - The adults - the partners - with whom joint teaching is done
 - The professional practices in which they engage (curriculum, instruction and classroom culture)

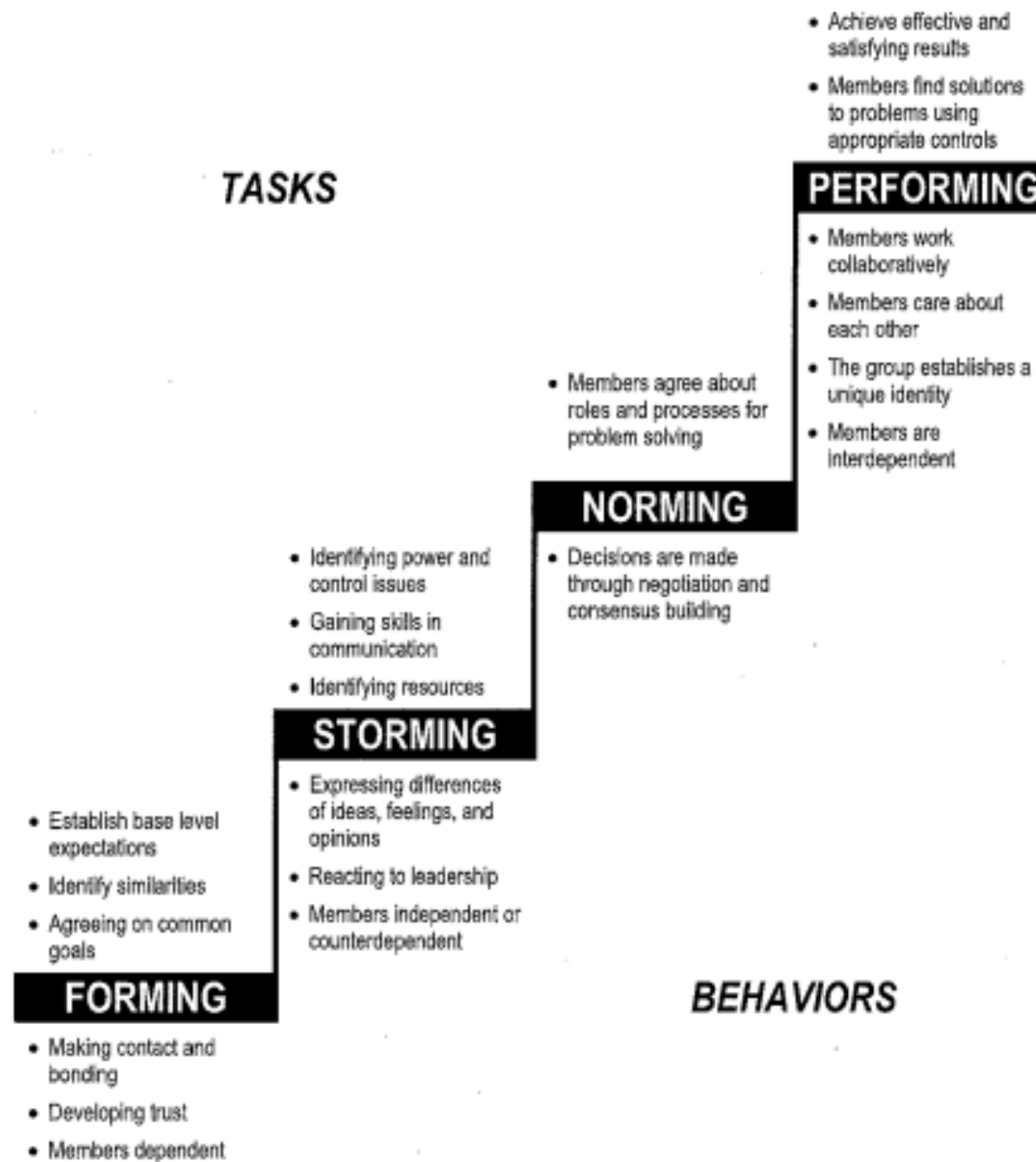
The Student



- More difficult in High School then Elementary
- ALL teachers need to work intensely to find out as much as they can about students

The Student: What is the benefit of two?

- Gain knowledge about students' learning styles, academic assets and challenges, personality traits easier and more efficient.
- Share data, observations, preferences
- Use information to plan, implement and evaluate lessons/coursework
- More effective differentiation of instruction, more thoughtful groups of students and move from one-size-fits all mentality
- More complete knowledge equals a teacher that can supplement and enhance academic content



- Each step builds on the previous one.
- Each step prepares for the performing stage.
- Skipping any step effect performing negatively.
- With every new challenge, the process repeats

The Adult



- Teachers need to clarify their own values, assumptions, and educational goals
- Each teacher needs to express their own beliefs and philosophy of teaching and learning in a way to lead to a shared vision.

The Adult: Everyone has a Voice

- Co-teachers have to converse on wide variety of topics to be able to learn about each other and work as equal partners
 - Personal
 - Professional
- What do we need to talk about to develop our professional relationship?
- How can we develop an agreement on our roles and responsibilities in our partnership?

Getting the Dirt

Figure 6.4
DIRT Temperament Survey

Directions: Circle one word in each row that you feel is the best description of you, given the choices in that line. Go with your first instincts. Try to avoid overanalyzing your responses. If you tend to think in terms of contexts, use your school environment to frame your responses.

#	A	B	C	D
1	Restrained	Forceful	Careful	Expressive
2	Pioneering	Correct	Emotional	Satisfied
3	Willing	Animated	Bold	Precise
4	Stubborn	Bashful	Indecisive	Unpredictable
5	Respectful	Outgoing	Patient	Determined
6	Persuasive	Self-reliant	Cooperative	Gentle
7	Cautious	Even tempered	Decisive	Life of the party
8	Popular	Assertive	Perfectionist	Generous
9	Unpredictable	Bashful	Indecisive	Argumentative
10	Agreeable	Optimistic	Persistent	Accommodating
11	Positive	Humble	Neighborly	Talkative
12	Friendly	Obliging	Playful	Strong willed
13	Charming	Adventurous	Disciplined	Consistent
14	Soft spoken	Dry humor	Aggressive	Attractive
15	Enthusiastic	Analytical	Sympathetic	Determined
16	Bossy	Inconsistent	Slow	Critical
17	Sensitive	Force of character	Spirited	Laid back
18	Influential	Kind	Independent	Orderly
19	Idealistic	Popular	Cheerful	Outspoken
20	Impatient	Moody	Aimless	Show off
21	Competitive	Spontaneous	Loyal	Thoughtful
22	Self-Sacrificing	Considerate	Convincing	Courageous
23	Fearful	Changeable	Pessimistic	Tactless
24	Tolerant	Conventional	Stimulating	Resourceful

Figure 6.5
DIRT Scoring Sheet

Name: _____

Refer to your survey answers, and mark the letter that corresponds with the column of the word that you circled for each of the twenty-four items. Add your totals for each column to find your preferences.

#	Doer	Influencer	Relater	Thinker
1	B	D	A	C
2	A	C	D	B
3	C	B	A	D
4	A	D	C	B
5	D	B	C	A
6	B	A	D	C
7	C	D	B	A
8	B	A	D	C
9	D	A	C	B
10	C	B	D	A
11	A	D	C	B
12	D	C	A	B
13	B	A	D	C
14	C	D	B	A
15	D	A	C	B
16	A	B	C	D
17	B	C	D	A
18	C	A	B	D
19	D	B	C	A
20	A	D	C	B
21	A	B	C	D
22	D	C	B	A
23	D	B	A	C
24	D	C	A	B
Totals				

Getting the Dirt

Figure 6.7
Understanding Temperament Summary

	Doers	Influencers	Relaters	Thinkers
Value to a team	Takes initiative	Influences people	Builds relationships	Focuses on details
Motivated by	Results, challenge, action	Recognition, approval, vanity	Relationships, appreciation	Being right, quality
Time management	Focuses on now, uses time efficiently, likes to get to the point	Focuses on the future, tends to rush to the next exciting thing	Focuses on the present, spends time in personal interaction	Focuses on the past, works more slowly to ensure accuracy
Communications	One way—not as good at listening, better at initiating communication	Enthusiastic, stimulating, often one-way, can inspire others	Two-way flow, a good listener	Good listener, especially in relation to tasks
Emotional response	Detached, independent	Highs and lows, excitable	Warm, friendly	Sensitive, careful
Decision making	Impulsive, makes decisions without goal in mind	Intuitive and quick, lots of wins and losses	Relational, makes decisions more slowly due to input from others	Reluctant, thorough, needs lots of evidence
Behavior under tension	Autocratic	Attacks	Acquiesces	Avoids

Figure 6.6
Understanding DIRT Roles

Understanding Doers		Understanding Influencers	
Basic motivation	Results and challenge	Basic motivation	Recognition and approval
Best environment	Continual challenge, freedom to act, variety	Best environment	Friendly atmosphere, freedom from control and detail, opportunity to influence others
Accepts/rejects	Accepts the difficult, rejects inaction	Accepts/rejects	Accepts involvement with others, rejects isolation
Major strengths	Getting things done, decisiveness, persistence	Major strengths	Optimism, personable nature, enthusiasm
Weaknesses	Insensitive to others, impatient, overlooks risks and facts	Weaknesses	Overselling, manipulative, lacks follow-through
Behavior under tension	Inflexible, unyielding, autocratic	Behavior under tension	Attacks
Would benefit from . . .	Listening	Would benefit from . . .	Pausing, commitment to moving forward
Understanding Relaters		Understanding Thinkers	
Basic motivation	Relationships and appreciation	Basic motivation	To be right, quality
Best environment	Specialization, working with a group, consistency	Best environment	Supportive and predictable, clearly defined, requiring precision
Accepts/rejects	Accepts friendship, rejects conflict	Accepts/rejects	Accepts methods, rejects lack of quality
Major strengths	Supportive, agreeable, loyal	Major strengths	Orderly, thorough, analytical
Weaknesses	Conforming, retiring, misses opportunities	Weaknesses	Picky, too detailed, too cautious
Behavior under tension	Acquiesces	Behavior under tension	Avoids
Would benefit from . . .	Initiating	Would benefit from . . .	Declaring

The Professional Practice

- Activities teachers engage in within their classrooms are the teaching practices that decide learning.
- Content and Process includes the physical arrangement of the room, content knowledge and planning, curricular goals, adaptations and modifications to content and learning activities, instructional presentation, classroom management, and learning assessment.

4 Critical Conversations

- Engage Partners
- Examine Data
- Enhance Instruction
- Expand Impact

Understanding by Design C-Teaching Lesson Plan Template

Teachers _____

Grade(s) _____

Date _____

Subject _____

Period of the Day: _____

Stage 1- Desired Results	
Established Goals:	
Understandings: Students will understand that.....	Essential Questions:
Student will know.....	Student will be able to...
Stage 2- Assessment Evidence	
Performance Tasks:	Other Evidence:
Modified Tasks:	
Self-Assessments:	Other Evidence, Summarized:
Stage 3 Learning Plan	
Learning Activities:	Co-teaching Structure:

Academic Differentiation:	
Behavioral Differentiation:	

Weekly Lesson Plan for Co-Teaching

Week of:		Target Students:		Co-Teaching Structures:			
Subject				(O) One Teach, One Observes/Assist			
Class:				(S) Station Teaching			
				(P) Parallel Teaching			
				(A) Alternative Teaching			
				(T) Team Teaching			
Day/Date:	Objectives and Standards	Lesson Activities	Assessment	Co-Teaching Structure	Academic/Behavioral Differentiation	Materials/Support Needed	Data
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							